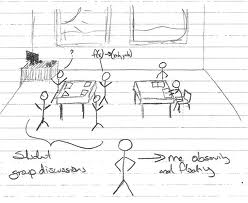
[](http://www.google.com/url?sa=i&rct=j&q=mathematical%20discussion%20in%20the%20classroom&source=images&cd=&cad=rja&uact=8&docid=6kaiIYhRnipfHM&tbnid=7LLf8qt-FKiNlM:&ved=0CAUQjRw&url=http%3A%2F%2Fmathhombre.blogspot.com%2F2010%2F11%2Fimages-of-teaching.html&ei=6Ms5U_i5N-SvsQSr2IGoDQ&bvm=bv.63808443,d.dmQ&psig=AFQjCNFqoyrMFSzjgiwtw53bcA1gMviH1Q&ust=1396383044313808)

Constructing viable arguments and critiquing the reasoning of others is like negotiating a contract.

Teachers should be:

* Modeling a good argument
  + Modeling use of pictures
  + Modeling writing to explain reasoning
* Listening to reasoning of students
* Modeling how to critique an argument
* Observing the interactions of students and listening to their reasoning

Students should be:

* Justifying their conclusions
  + Using written responses
  + Using Pictures
  + Using examples and counter-examples
* Explaining their argument to peers
* Listening to Peers
* Talking about validity of conclusions